DOCUMENT RESUME

ED 193 476 SO 012 414

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TITLE Minneapolis Multi-Ethnic Curriculum Project. Unit Overviews.
INSTITUTION Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
PUB DATE 75
NOTE 65p.; For related documents, see ED 171 594, SO 012 415-423; Not available from EDRS in paper copy due to small print of original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Acculturation; Cultural Pluralism; *Educational Objectives; *Ethnic Groups; Ethnicity; *Ethnic Studies; Family (Sociological Unit); Immigrants; Individual Power; *Learning Activities; Migration; *Multicultural Education; Political Power; Program Descriptions; Secondary Education; Social Discrimination
IDENTIFIERS Ethnic Heritage Studies Program Act; Minneapolis Multi Ethnic Curriculum Project

ABSTRACT

The document presents unit overviews describing activities in the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. It is divided into seven sections, each relating to a specific topic. Sections are entitled ethnicity, migration, acculturation, ethnic enclaves, family, prejudice/discrimination, and power. Each section offers from nine to 15 activities designed to develop social studies skills, especially those related to multicultural education. Each activity includes an introduction, three to five educational objectives, and a list of needed materials. The introduction briefly describes what the students do. Topics covered include values and behavior, celebrations and ceremonies, various ethnic groups, immigration and emigration, geography, occupations, family trees, United States history, and leadership. Sample activities include suggestions for researching, making collages, reading, viewing films and filmstrips, analyzing charts and graphs, hypothesizing, role playing, simulation gaming, interviewing, classifying, and taking surveys. Other components of the project are presented in SO 012 415-423. (CK)

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MINNEAPOLIS Multi-Ethnic Curriculum Project.

UNIT OVERVIEWS.

IX

A project of the Minneapolis Public Schools. Funded under the Elementary and Secondary Education Act, Title IX, Ethnic Heritage Studies Program. 1975-76.

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MINNEAPOLIS PUBLIC SCHOOLS

SP 018 414

ETHNICITY UNIT

Activity 1: Ethnic Arts and Crafts

Introduction: This brief slide activity is designed to encourage students to consider the many different ethnic groups that are part of American society. The students view slides showing arts, crafts, and clothing from different ethnic groups and asked to identify the group associated with each. A discussion following the slide activity will focus on other factors which may be associated with particular ethnic groups.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize and identify different ethnic groups in their community;
2. identify and discuss some factors -- i.e., arts, dances, crafts, etc. -- commonly associated with different ethnic groups; and
3. discuss ways in which different ethnic groups meet the same need in different ways.

Materials: Slides of art, crafts, etc. from various ethnic groups.
Worksheet to accompany slide activity.

Activity 2: Ethnic Crafts

Introduction: The students actively take part in an ethnic craft project in this activity. They are given a choice of several projects related to different ethnic groups. Using plans provided in the student materials, each student completes a model or replica and writes a brief explanation of the skills needed to produce that object. Their explanation also considers the importance of that object to the ethnic group with which it is associated.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify crafts identified with particular ethnic groups;
2. discuss the different craft and artistic skills and values important to different ethnic groups; and
3. construct a model or replica of an ethnic craft object.

Materials: Plans for: 1. Origami
2. God's Eyes
3. A Tiger Kite
4. A Quilt

Activity 3: What is Ethnicity?

Introduction: There are two parts to this activity -- 1) the students read and discuss a short booklet focusing on the concept of ethnicity and 2) working in small groups, the students compare and discuss some characteristics of different ethnic groups. Each small group works with evidence cards presenting some basic facts about six ethnic groups -- Puerto-Ricans, South Slavic-Americans, Jewish-Americans, Polish-Americans, Portuguese-Americans, and Filipino-Americans.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss characteristics which distinguish one ethnic group from another;
2. identify and discuss ways in which different ethnic groups are similar; and
3. discuss reasons why members of a particular ethnic group share many values and behavior patterns.

Materials: - Ethnicity Booklet

- Evidence Cards: Jewish-Americans, Filipino-Americans, Puerto-Ricans, Portuguese-Americans, Polish-Americans, South Slavic-Americans

Activity 3a: The Ojibwe People

Introduction: This filmstrip provides students with an in-depth look at another ethnic group. It illustrates some of the same characteristics as those discussed by students in the foregoing activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. describe the characteristics which distinguish the Ojibwe people from the groups discussed in "What is Ethnicity?";
2. compare and contrast the values of different ethnic groups; and
3. suggest ways in which different ethnic groups are similar.

Materials: Filmstrip: The Ojibwe People

Worksheet to accompany the filmstrip

Activity 4: Ethnic Heritage: A Living Mosaic

Introduction: Serving as a summary of the ideas treated in the unit to this point, this brief filmstrip will help students to clarify their concept of ethnicity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. discuss ways in which different ethnic groups deal with similar problems in different ways; and

2. compare and contrast the values and behavior patterns of different ethnic groups.

Materials: Filmstrip: Ethnic Heritage A Living Mosaic from J. C. Penney, Inc.

Activity 5: Proverbs and Values

Introduction: The students analyze proverbs from different groups in this activity. The proverbs reflect the values of different groups. They are especially effective in demonstrating that although groups may differ in many specific ways, they often share many common values.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences about the values of a group of people from that group's proverbs;
2. identify values which appear to be common to many different groups; and
3. compare and contrast the values of some ethnic groups with some basic American values.

Materials: Evidence Cards: Proverbs of different groups

Activity 6: Religion and Ethnicity

Introduction: There is a strong tie between ethnicity and religion. Religious institutions often are of key importance in maintaining the ethnic identity of a group of people. This activity focuses on the influence of religion in the lives of some individuals. Using

case studies as sources of data, the students consider the following points: 1) How religious institutions help maintain group norms;

2) How religious institutions relate to other aspects of an individual's life -- i.e., family life, occupation, friends, etc.;

3) How religious institutions help children to learn to become members of particular ethnic groups.

Objectives: At the conclusion of this activity, the students will be better able to:

1. explain how religious institutions affect the behavior of groups or individuals by establishing and maintaining certain norms and values;
2. discuss ways in which religious institutions are related to particular ethnic groups; and
3. discuss the role of religious institutions in teaching a child to be member of a particular ethnic group.

Materials: Five case studies focusing on the following religions:

Judaism
Hutterites
Little Religious Influence
Catholocism
Buddhism

Activity 7: Ethnic Celebrations

Introduction: After viewing posters illustrating four different ethnic celebrations, the students participate in a brief discussion of the values which are illustrated by the various celebrations. They also consider what characteristics of each ethnic group are most evident in the celebrations.

Objectives: At the conclusion of this activity, the students will be better able to:

1. suggest reasons why people celebrate certain events;
2. analyze ethnic celebrations and draw inferences from those celebrations about the values of different ethnic groups; and
3. apply what they have learned about ethnic groups and celebrations in other areas to a study of ethnic celebrations in their own community.

Materials: Posters of Ethnic Celebrations:

1. Arab Festival (Detroit)
2. Nordic Fest (Decorah)
3. Oktoberfest (Amana)

- Worksheet to accompany posters

Activity 7a: The Sioux Ceremonial Drum

Introduction: This filmstrip focuses on the significance of a sacred Sioux Ceremonial Drum brought to the Ojibwe people by a Dakota woman. The role of this and other drums in social activities and religious ceremonies is considered. There are still drum societies among Native Americans, and many of the traditional ceremonies have recently taken on greater social meaning.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify some major norms of the Ojibwe and compare these with

other ethnic groups;

2. assess the extent to which a group's values are influenced by other groups; and
3. discuss the role of traditional celebrations in maintaining a group's values and identity.

Materials: Filmstrip: Sioux Ceremonial Drum
- Worksheet to accompany the filmstrip

Activity 8: Growing Up Ethnic

Introduction: Students in this activity read case studies illustrating how young people learn values and behavior patterns. Following the reading, a brief discussion focuses on a comparison of the cases. Students are encouraged to consider how children learn to identify themselves as members of particular ethnic groups. They also consider what people and institutions are important in socializing children. Finally, they are asked to look for similarities and differences in the way different ethnic groups socialize their young and in the values and norms stressed by different ethnic groups. If the teacher wishes, he/she may have the students compare these cases to their own experiences.

Objectives: At the conclusion of this activity, the students will be better able to:

1. list individuals and institutions who play an important role in socializing children;
2. compare and contrast the ways in which different ethnic groups socialize their young; and

3. evaluate sources of information: that is, distinguish between fact and fiction and suggest advantages and disadvantages of each.

Materials: Three case studies of young people from different ethnic groups learning values or behavior patterns.

- "Confessions of a White Ethnic"
- "Grandfather Speaks"
- "My Portion"

Activity 8a: Sioux Name Ceremony

Introduction: Great importance was attached to naming Sioux children in the traditional society. This filmstrip focuses on the naming ceremony and illustrates many of the values and behaviors that will later be expected of him/her. This ceremony has survived, and today many urban Dakota return to the reservation to participate in ceremonies like the Sioux name ceremony. After viewing the filmstrip, the students consider why the naming of a child is so important to the Sioux and how this ceremony illustrates the things that the child will be expected to learn as he/she matures.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences about the way in which Native American children are socialized;
2. compare and contrast the naming of Native American children with that of children from other ethnic groups; and
3. identify values that young Native Americans are expected to learn and accept as they mature.

Materials: Filmstrip: The Sioux Name Ceremony
- Worksheet to accompany the filmstrip

Activity 9: Expressions of Ethnicity

Introduction: This activity illustrates several different ways in which a group's ethnicity may be expressed. Words and names, foods, houses, customs, dance, and music may all be ethnically influenced.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify different expressions of ethnicity;
2. compare and contrast similar ethnic expressions of different groups -- i.e., compare Chinese food with Italian food; and
3. suggest reasons why people maintain certain aspects of their ethnic heritage while discarding or changing others.

Materials: Five case studies of ethnic expressions:

- Italian Cooking
- Indian Words and Place Names
- Polish Customs
- The Tamburitzans

Activity 10: Researching Ethnic Expression in Your Own Community

Introduction: As a follow-up and extension of the foregoing activity, the students explore their own community for expressions of ethnicity. They illustrate these expressions with drawings, photos, written descriptions, or tape recorded interviews.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify expressions of ethnicity in their own community;
2. observe ethnic expressions and record their observations using any of a number of techniques; and
3. suggest reasons why some ethnic groups are more visible than others.

Activity 11: Size of Ethnic Groups in the United States

Introduction: In this activity the students consider the relative sizes of various ethnic groups. Working in small groups, they hypothesize about the rank order of ten ethnic groups in the U.S. They then explain their reasons for the ranking. These rankings are checked against data on each group. A brief discussion of the visibility of each group follows.

A second part of the activity has students follow the same process for their own community. They hypothesize the rank of the five largest ethnic groups in their own community. Then, they gather data from various sources to check their hypotheses. These data are recorded on charts and graphs showing the population of different ethnic groups in their community.

Objectives: At the conclusion of this activity, the students will be better able to:

1. form tentative hypotheses about the sizes of various ethnic groups;
2. locate and record data about the size of various ethnic populations;

and

3. discuss reasons why some ethnic groups may be very visible despite a relatively small population.

Materials: - Name Cards of 10 Ethnic Groups
- Charts and Graphs Showing Populations of Different Ethnic Groups

Activity 12: Ethnic Collages

Introduction: The students construct collages illustrating important aspects of ethnicity in our society. They work in small groups in this activity. Among the aspects of ethnicity which may be illustrated by the collages are religion, dress, food, housing, arts, crafts, music, dance. Each group also writes a brief essay describing the characteristics shown in its collage.

Objectives: At the conclusion of this activity, the students will be better able to:

1. illustrate pictorially and in writing a number of characteristics of ethnic groups; and
2. discuss the influence of ethnicity on our society.

Materials: - Old magazines
- Large pieces of cardboard
- Glue and scissors

MIGRATION UNIT

Activity 1: Roots

Introduction: As an introduction to the migration unit, the students construct a large wall map showing the location from which their ancestors came to this country. They also show the approximate dates when these ancestors immigrated. In the case of Native American children, they may show migration within the U.S. or North America. This mapping activity is followed by a reading assignment based on "immigrant letters" describing the new world and encouraging others to come to the United States.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify the various parts of the world from which immigrants came to the United States;
2. discuss reasons why people may have migrated to the U.S.; and
3. form tentative hypotheses to explain the great migrations to the U.S.

Materials:
- Wall map of the world
- String
- "The Immigrant Writes Home"

Activity 2: Migration

Introduction: This activity is based on a brief booklet summarizing the concept of migration. It provides a short overview of migration to the United States and will help students to clarify their hypotheses developed during the foregoing activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. form tentative hypotheses to explain the great migrations to the United States;
2. identify factors which influence migration; and
3. identify several groups which have immigrated to the United States.

Materials: Booklet: Migration

Activity 3: What Would You Do?

Introduction: In this small group activity students are asked to explain how they would respond if they were faced with a variety of situations -- i.e., famine, overcrowding, discrimination, etc. The situations are provided on a series of evidence cards and illustrate migration-stimulating conditions.

Objectives: At the conclusion of this activity, the students will be better able to:

1. list and discuss factors influencing migration; and
2. make and justify a decision based on limited information.

Materials: - Four sets of Evidence Cards: Migration-stimulating conditions
- Response Sheets

Activity 4: The Immigrants

Introduction: Using case studies of immigrants from a variety of backgrounds as sources of data, the students consider why immigrants left their homelands and why they settled where they did. They are

thus able to check many of the hypotheses they formulated earlier in the unit. A second part of the activity illustrates ways in which immigration to the U.S. was encouraged.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify factors such as new discoveries and technology which have influenced migration;
2. indicate that a variety of factors influence the selection of a destination by an immigrant;
3. suggest reasons why the U.S. encouraged immigration; and
4. check hypotheses against additional data.

Materials: Immigrant Case Studies

Activity 5: A Brief History of Immigration

Introduction: An overview of immigration to the United States is the basis for the first part of this activity. The students read the "Brief History" and construct timelines of U.S. immigration. They include on their timelines major world events which have influenced migration. A worksheet helps students to speculate on the extent to which each of these events influenced migration to the United States.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss major stages of U.S. immigration;
2. graphically illustrate major historical events; and

3. relate several historical events to demonstrate interrelationships.

Materials: - A Brief History of Immigration
- Worksheet to accompany timeline activity

Activity 6: How Did They Get Here

Introduction: In this activity the students participate in a simulation game illustrating many of the characteristics of the slave trade. As part of the debriefing of this game, each student reads a brief written account of the slave trade. Then, working in small groups, the students compare the immigration of other groups -- Chinese, Irish, Norwegian, German, Jewish -- to the slave trade. They consider how the immigrations are similar and different.

Objectives: At the conclusion of this activity, the student will be better able to:

1. discuss the large number of reasons why people immigrate and indicate that they may do so both voluntarily and because of force;
2. make and justify decisions;
3. work cooperatively with others to reach a common goal;
4. compare and contrast the experiences of a wide variety of immigrant groups; and
5. discuss the human impact of migrations, both voluntary and forced.

Materials:
- The Slave Trade: Simulation
- Slave Trade Game - 3"x5" cards
- Instructions to Slave Traders
- 1700 Figure Sheet
- 1740 Figure Sheet
- 1780 Figure Sheet
- 1820 Figure Sheet
- The Slave Trade
- Cotton Production
- The Westward Growth of the United States
- Readings of immigrant groups
  "Chinese Immigration"
  "Migration from Finland to the United States

Activity 7: Researching an Immigrant Group

Introduction: To further expand their understanding of immigration to the U.S. and to apply some of the concepts and generalizations from earlier parts of the unit, the students engage in a research project in which they focus on a group other than those treated in the foregoing activity. To help them to find information, the students use the Multi-Ethnic Data Cards. Their findings are presented in maps, charts, drawings, photographs, or a short narrative.

Objectives: At the conclusion of this activity, the students will be better able to:

1. locate information about a specific immigrant group;
2. organize information to be presented in a written or pictorial presentation;
3. apply previously learned concepts and generalizations in the study of new groups; and
4. construct maps, charts, etc., which illustrate the experiences of various immigrant groups.

Activity 8: What Kind of People Migrate?

Introduction: This photo exercise focuses on the way in which migration tends to be selective in terms of age and sex. The students analyze photographs of immigrants and formulate hypotheses about the age, sex, marital status of immigrants. These hypotheses are then checked against data.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences about the age and sex of immigrants from photographs;
2. form tentative hypotheses about the kind of people who immigrated to the United States.

Materials: - Evidence Cards of Immigrants
- Worksheet to accompany posters
- "Age and Sex of Immigrants"

Activity 9: Interviewing a Migrant

Introduction: To get a more personal view of the process of migration/immigration, each student conducts an in-person interview with a person who immigrated to the U.S. or migrated to the local community from elsewhere in this country. Class time is employed to design appropriate interview questions and to practice some interviewing skills. The results of the interviews are reproduced in writing and/or on tape. A summary discussion compares the findings of the different students.

Objectives: At the conclusion of th s activity, the students will be better able to:

1. apply a given set of criteria to identify significant questions;
2. employ interviewing techniques to gather information about the immigration process; and
3. compare and contrast the findings of their own interviews with previously considered written accounts.

Activity 10: Reactions to Emigration

Introduction: Through a brief true-false test which they check themselves, the students learn about the restrictions placed on emigration by various countries from which people came to the U.S. Some of these restrictions were meant to protect the migrants, others were meant to discourage large-scale emigration, and still others were meant to prevent certain kinds of people from emigrating. A brief follow-up discussion helps students to clarify the reasons behind the restrictions.

Objectives: At the conclusion of this activity, the students will be better able to:

1. assess the extent to which laws of the various homelands affected migration to the United States;
2. compare and contrast restrictions on emigration with those on immigration; and
3. evaluate the impact of such restrictions on particular groups or individuals.

Materials: True-False Test: How Did Home Countries React to Emigration?

Activity 11: The Vietnamese Immigration

Introduction: Throughout most of its history the United States has welcomed political refugees. In recent decades refugees have come to the U.S. from eastern Europe, Cuba, and most recently from Indochina. This activity focuses on a photo history of the Vietnamese immigration. Students discuss factors leading to the rapid movement of so many people from one country to another. They also consider the extent to which the United States is "obligated" to the Vietnamese who have come here. Working in small groups, the students then compare the Vietnamese with either the Cubans of the early 1960's or the Hungarians of the late 1950's.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify political factors which have influenced recent immigration;
2. compare and contrast the experiences of different refugee groups; and
3. discuss the difference between a moral and a political commitment to a group of people.

Materials: - Photo History: The Vietnamese Refugees
- Overviews of the Cuban and Hungarian Refugees

Activity 12: Where Would You Go?

Introduction: In this slide activity students are asked to consider how well they would like to move to each of ten locations throughout the world. They then consider reasons for feeling as they do. In addition, they speculate about the problems they would face in adjusting to a new home. The summary discussion helps them to relate this exercise to the experiences of immigrants to the United States in the past.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss factors which influence the selection of a destination by a migrant; and
2. identify and discuss factors which influence the adjustment of immigrants to a new home.

Materials: - Slides: 10 locations around the world
- Worksheet to accompany slides

Activity 13: Migration within the United States

Introduction: In this activity each student reads one of several different case studies of migration within the U.S. A worksheet and discussion then helps them to compare these different cases. One of the case studies illustrates that the movement of one

group of people is often accompanied by the displacement of another. Students are encouraged to consider the value implications of such displacement. They also compare the experiences of internal migrants with immigrants. A filmstrip focusing on the experience of a Native American rural to urban migrant helps illustrate some problems of adjustment in internal migrations.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast the experiences of different groups of migrants;
2. identify factors which may influence migration as well as immigration; and
3. discuss alternative courses of action which may have been followed by migrating groups or those displaced by such groups.

Materials: - Case studies of internal migrations:

"The Removal of the Choctaw Indians"

"North from Mexico"

"Atlanta: New Mecca for Young Blacks"

- Worksheet to accompany case studies
- Filmstrip "My Move to the City"

Activity 14: The Stages of Migration

Introduction: Students are provided with several photographs of people

during different phases of the migration process. Working in small groups, the students put these photos into sequence and prepare a short narrative describing the process from beginning to end.

Objectives: At the conclusion of this activity, the students will be better able to:

1. represent pictorially and in writing the various steps involved in migration/immigration; and
2. apply previously learned concepts and generalizations to new data.

Materials: Fourteen photographs of migration/immigration

Activity 15: Americans on the Move

Introduction: This activity is comprised of a brief article from a recent issue of Time magazine and a discussion of that article. The recent trends in U.S. migration are summarized in the article.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss factors which are still influencing migration in this country; and
2. suggest reasons why migration will or will not continue to be an important aspect of American life in the future.

Materials: "Americans on the Move"

OVERVIEW OF ACCULTURATION UNIT

Activity 1: What Would You Pack?

Introduction: In this small group activity students list in order of priority what things they would have brought with them if they had immigrated to the United States during the 1800's. The discussion following the exercise helps students to recognize how great a change occurred in the lives of immigrants upon their arrival in this country.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize that an individual brought up in one culture and then thrust into contact with another faces serious problems of adjustment;
2. make and justify decisions based on limited information; and
3. from tentative hypotheses about what aspects of immigrants' behavior are likely to change most rapidly and which are likely to be most resistant to change.

Materials: - Twenty-seven cards with drawings of objects which may have been brought to this country by immigrants.
- Large sheets of wrapping paper.

Activity 2: The Acculturation Process

Introduction: A brief booklet outlining the acculturation process for students is the focus of this activity. The

activity will help students to sharpen and clarify some of their hypotheses of the foregoing activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. assess the extent to which people must modify their lifestyles when they move to a new country; and
2. identify and discuss ways in which immigrants may be helped to adjust to a new society.

Materials: Booklet: The Acculturation Process

Activity 3: How Much Acculturation?

Introduction: Using a continuum of adaptation to the new culture ranging from NOT AT ALL through COMPLETELY, the students classify particular cases illustrating different degrees of acculturation. This activity will help students to recognize that people try to maintain some aspects of their way of life in new situations.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss aspects of lifestyles which immigrants have attempted to maintain after their arrival in this country; and
2. make inferences about factors which may facilitate the acculturation of an individual or group.

Materials: Acculturation-Assimilation Continuum Exercise - "How Much Acculturation"

Activity 4: The Cherokee and the Europeans

Introduction: This activity focuses on the changes which were made by the Cherokee as they came into contact with people of European background. Working in small groups and using evidence cards illustrating particular changes, the students consider how the Cherokee were influenced by contact with these people. In a class discussion they speculate on reasons why the Cherokee were willing to change in such significant ways.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss aspects of European culture adopted by the Cherokee;
2. suggest reasons why groups change aspects of their lifestyle; and
3. work with others to organize and present information and to reach conclusions.

Activity 5: What Ethnic Group?

Introduction: In this activity students are shown two sets of slides. The first set illustrates traditional aspects of different ethnic heritages—i.e., churches, ceremonial dress, food, etc. Students are asked to match each picture with the ethnic group represented by that picture. They are to do the same with the second set of slides; however,

this set shows assimilated characteristics--suburban housing, automobiles, etc. The discussion following the slides focuses on the resistance to change of value-laden aspects of culture.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences about aspects of culture which are resistant to change; and
2. discuss the importance of values in maintaining group identity.

Materials: Slides showing traditional ethnic characteristics and modern, assimilated characteristics.

Activity 6: Tending the Melting Pot

Introduction: A brief reading describing the role of public schools in acculturating immigrants is the basis of this activity. A general class discussion focuses on the need of immigrants to learn certain things in order to participate in the political and economic systems of the United States. Students also consider the problems of educating such a diverse population.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss the reasons for learning and adopting new values and behavior when moving to a

new culture; and

2. identify and discuss problems, such as language, values, norms, traditions, etc., in educating children of various groups.

Materials: Reading: "Tending the Melting Pot"
Worksheet to accompany reading.

Activity 7: Acculturation Attitude Survey

Introduction: The focus of this activity is on what people in our society believe immigrants should learn and how they should change. The students design, administer, and report on an attitude survey to identify these beliefs.

Objectives: At the conclusion of this activity, the students will be better able to:

1. establish and use criteria for judging the usefulness of survey questions;
2. collect data through the application of survey techniques; and
3. construct charts and graphs reporting the findings of an attitude survey.

Activity 8: Case Studies of Acculturation

Introduction: This activity is made up of several case studies of individuals or families and the conditions they experienced as they were acculturated to United States society. The

information presented in these case studies will allow students to check the hypotheses they formulated earlier in this unit.

Objectives: At the conclusion of this activity, the students will be better able to:

1. check hypotheses against new information;
2. recognize and discuss the importance of primary contacts in facilitating acculturation and assimilation;
3. evaluate sources of information; and
4. discuss how immigrant values and behavior may differ from those of people in the United States and the extent to which they should be forced or encouraged to change their values and behavior.

Materials: Case studies illustrating the acculturation process:
"Barrio Boy"
"Norwegians in a Hurry to Become Americans"
"The Story of William Hummel"
"Vietnamese: Hard Work Part of New Life"

Activity 9: Changing the New Culture

Introduction: Immigrants are not only passive recipients of new ideas and techniques, they may also initiate changes in the society to which they move. In this activity students consider two cases of immigrants who introduced new products or techniques to the United States. A second part of the activity has the students engage in research to find other immigrants who have contributed new products or techniques to American society. The Multi-Ethnic Data Cards may help the students in this research.

Objectives: At the conclusion of this activity, the student will be better able to:

1. identify and discuss ways in which immigrants have helped to change our society;
2. locate and collect information about ways in which immigrants have helped to change our society; and
3. report on findings of library research.

Materials: Case Studies: Levi Strauss

An Arab Movie Maker

Activity 10: An Immigrant's Son

Introduction: This case study of a teenage boy caught between his father's wishes and his own desires is set in the depression years. It illustrates that children of immigrants often accept new values and behaviors more quickly than do their parents. This may result in conflicts between generations with serious emotional or psychological effects.

Objectives: At the conclusion of this activity, the students will be better able to:

1. assess the extent to which the acceptance of new values by children of immigrants may create conflicts between generations; and
2. discuss reasons why children may more readily accept new values and behaviors than their parents.

Materials: Case Study of Jimmie Capaso

Activity 11: State Vietnamese Resettlement Committee

Introduction: This is a role-playing activity which puts students in the roles of members of state Vietnamese Resettlement Committees who are charged with suggesting policies to be followed with regard to the Vietnamese refuggees. Each student takes part in one state committee focusing on the following areas of concern:

1. Education
2. Employment
3. Location, Housing, and Family Services

The committees meet to share information and opinions, make suggestions, and write final recommendations. Each committee then presents its suggestions to the class.

Objectives: At the conclusion of this activity, the students will be better able to:

1. analyze information and make conclusions;
2. identify and discuss factors which influence the acculturation process;
3. work cooperatively in a group; and
4. present recommendations and findings to the class.

Materials:
- 6 Role Cards
- Directions for Committee Chairperson
- 5 State Condition Cards
- State Committee Report Form
- Instructions to Students

Activity 12: The Story of Acculturation

Introduction: This summary activity has students work in small groups to delineate some possible steps in the acculturation process. Each group is given several photographs illustrating different activities. The students are to put these photos in what they think is the correct sequence and write a brief narrative describing the process. A summary discussion helps students to clarify some of the concepts and generalizations treated in earlier parts of the unit.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss the stages in the acculturation process; and
2. review previously learned concepts and generalizations.

Materials: Thirteen cards with photographs of activities in the acculturation process.

ENCLAVES UNIT

Activity 1: Diversity in America

Introduction: Working with collages illustrating the diversity of our society, the students discuss the many ways in which different ethnic groups contribute to this diversity. They also discuss the ways in which one area of a city inhabited by one ethnic group may differ from an area inhabited by another group.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize that the diversity of our society is evident in the variety of languages, religions, social structures, occupations, and residential patterns found here;
2. identify and discuss characteristics of one ethnic group which may differ from those of other ethnic groups; and
3. speculate on reasons why some ethnic groups tend to maintain a geographic concentration over an extended period of time.

Materials: - Posters: collages illustrating diversity in language, religion, social structures, occupations, and residential patterns.

- Ethnic Diversity Worksheet

Activity 2: Visual Analysis of Ethnic Neighborhoods

Introduction: In this activity the students use maps, photographs, charts, and brief written descriptions to identify ways in which the form of a neighborhood and its physical appearance are related to the ethnic group living there. Working in small groups with evidence cards as

data, the students attempt to match each of several neighborhoods with the appropriate ethnic group.

Objectives: At the conclusion of this activity, the students will be better able to:

1. make inferences from visual data about ethnic neighborhoods;
2. identify and discuss visual characteristics of a neighborhood which are related to the ethnicity of the group living there; and
3. form tentative hypotheses to explain why religious, social, occupational, and residential patterns may follow ethnic divisions.

Materials: Evidence Cards: Ethnic Neighborhoods

Activity 3: Exploring an Ethnic Neighborhood

Introduction: The students engage in field research in this activity. They identify a neighborhood (or town) close to them in which a concentration of people from one ethnic group live. To study this neighborhood the students may interview residents, take photographs, make drawings, construct maps or models. Some of the hypotheses of the foregoing activity will guide the collection of information in this activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. locate and organize information using different field techniques;
2. identify and discuss observable characteristics of ethnic neighborhoods; and
3. check hypotheses against new data.

Activity 4: Ethnic Enclaves

Introduction: Based on a brief booklet illustrating some ideas associated with the concept of ethnic enclave, this activity helps students to understand more clearly some of the characteristics of such enclaves. A discussion of the booklet helps students to refine some of the hypotheses formed earlier in the unit.

Objectives: At the conclusion of this activity, the students will be better able to:

1. refine tentative hypotheses about the characteristics of ethnic enclaves; and
2. identify and discuss reasons -- e.g., choice and discrimination -- why people live in such enclaves.

Materials: Booklet: "Ethnic Enclaves"

Activity 5: Geography of Ethnic Groups

Introduction: Using data given to them as evidence cards, the students, working in small groups, construct maps illustrating the geographic distribution of several different ethnic groups. These maps are done for the entire U.S. Since they are of such a relatively small scale, these maps are highly generalized.

The second part of the activity focuses on the geographic distribution of ethnic groups within one state, Minnesota. To apply some of the skills and ideas of this activity, the students then research the distribution of different ethnic groups in their own state.

Objectives: At the conclusion of this activity, the students will be better able to:

1. transfer tabular data to a map;
2. make inferences about why ethnic groups are located in particular areas;
3. gather and organize data from their own state; and
4. compare and contrast urban ethnic concentrations -- e.g., Jewish -- with rural ethnic concentrations -- e.g., Mexican-Americans in the Southwest.

Materials:
- Evidence Cards: Population Data
- Chart of Immigration in 1965 and 1971
- U.S. Base Map (with state boundaries)
- Base Map of Counties in your State
- Map: Ethnic Distribution in Minnesota

Activity 6: Ethnic Enclaves: Three Case Studies

Introduction: Using three different case studies as data, the students check some of their earlier hypotheses about ethnic enclaves. They especially focus their attention on reasons why people live in such enclaves and on the advantages and disadvantages of living in them.

Objectives: At the conclusion of this activity, the students will be better able to:

1. check hypotheses about ethnic enclaves against new data;
2. identify and discuss reasons why people live in ethnic enclaves;
3. identify and discuss the advantages and disadvantages of living in such enclaves; and
4. assess the extent to which a group's values and behavior patterns may be maintained by geographic concentration.

Materials: Case studies of ethnic enclaves:
- "Cubans in Miami"
- "A Visit to Cajun Country"
- "An Arab Muslim Community in Michigan"

Activity 7: My Life on the Reservation

Introduction: This activity focuses on the life of an Ojibwe woman in a unique kind of enclave -- an Indian reservation. The woman, Mrs. Keahna, is working to revive some of the arts and crafts of the Ojibwe culture. In addition to describing some weaving techniques, Mrs. Keahna tells of her activity within the social, political, and educational areas of her community. The students may compare Mrs. Keahna's community with those considered in the case studies of the foregoing activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. discuss reasons why some people in ethnic enclaves may try to maintain or revive traditional aspects of their cultural heritage;
2. analyze several kinds of ethnic enclaves; and
3. assess the extent to which an individual's life is shaped by the community in which she/he lives.

Materials: Filmstrip: "My Life on the Reservation"
- Worksheet to accompany filmstrip

Activity 8: The Ten Best Cities for Blacks

Introduction: An article from Ebony magazine is the basis for this activity. The article briefly describes the ten cities which Ebony's editors felt provided the best living conditions for Black people.

It also describes the characteristics considered in making such an evaluation. The students are asked to consider what characteristics would be most important to other ethnic groups. As an optional application the students may identify the ten best cities for an ethnic group or several ethnic groups of their choice.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss characteristics which make a particular city a "good" place to live for a given ethnic group; and
2. list a set of criteria which may be applied to evaluate living conditions in a particular city.

Materials: - "Ten Best Cities for Blacks"

Activity 9: Furniture Making in Amana

Introduction: This filmstrip illustrates the furniture making process used in the Amana colonies of Iowa. It introduces the student to the idea that some ethnic groups have strong ties to certain occupations.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss values and behaviors which may be maintained in a tight-knit ethnic enclave; and
2. suggest reasons why members of particular ethnic groups may concentrate in certain occupations.

Materials: - Filmstrip: The Amana Colonies: A Rural Ethnic Community
- Worksheet to accompany the filmstrip

Activity 10: Ethnic Occupations

Introduction: To follow-up on the foregoing activity, this brief reading considers some historical examples of ethnic concentrations in particular jobs. The major part of the reading is a case study of the Mohawk Indians who work on high steel frameworks for bridges and skyscrapers. A film on these Indians is available and the teacher is encouraged to obtain a copy and employ it as an enrichment for this activity. As an application, students may research the question: "Are there ethnic occupations today?"

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss some occupations which have traditionally been associated with particular ethnic groups;
2. identify and discuss values and behaviors which may lead to members of particular ethnic groups concentrating in certain occupations; and
3. locating, organizing, and presenting information about ethnic concentration in particular occupations (optional).

Materials: Reading: "Ethnic Occupations"

Activity 11: "Finns in Northeast Minnesota"

Introduction: This activity serves to summarize many of the ideas treated in this unit. A filmstrip is the focus of the activity. In the filmstrip interviews are held with first and second generation Finnish-Americans in northeastern Minnesota. Crafts, traditions, and histories

are illustrated and serve as a microcosm of the larger Iron Range Finnish-American community in the years between 1900 and 1918.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize that people in a community depend on each other for goods and services; and
2. identify and discuss ways in which the adjustment of immigrant groups to a new cultural environment may be aided by the re-establishment of parts of their traditional social organization.

Materials: - Filmstrip: "Finns in Northeast Minnesota"
- Worksheet to accompany filmstrip

FAMILY UNIT

Activity 1: Families in America

Introduction: This brief slide activity helps students to think about ways in which families in the United States are similar and ways in which they are different. Each slide shows two different families. The students compare and contrast each pair of families. The summary discussion focuses on both the structures and functions of families.

Objectives: At the conclusion of this activity, the students will be better able to:

1. list characteristics which most families have in common;
2. identify and discuss characteristics of families which may vary from ethnic groups to ethnic group; and
3. suggest reasons why they prefer a particular type of family structure.

Materials: - Seven slides of family pairs

Activity 2: Family Patterns

Introduction: This activity employs a case study of one Chinese family to illustrate family patterns in different generations. Using this case as data, the students discuss these changes in family patterns.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss family functions, including socializing children, determining descent, and economic and religious functions;
2. illustrate ways in which values of different ethnic groups or different generations within the same group influence the behavior of their members; and
3. discuss similarities and differences of families from different generations.

Materials: Reading: "Family Patterns"

Activity 3: Family Collages

Introduction: Drawing on collages of families as sources of data, the students discuss ways in which family structures and functions may change. They discuss certain events which bring about changes in families. These events include marriage, moving, birth of children, illness, growth of children.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss particular events which are common to most families and the impact of such events; and
2. make inferences from pictorial data.

Materials: - Five Collages showing different families
- Worksheet to accompany collages

Activity 4: Three American Families

Introduction: This activity focuses on case studies of three families in the United States. It helps the students to clarify differences in life style and norms between different families. They also consider different roles and expectations for males and females in different families. In an optional follow-up the teacher may have the students compare the families in these cases with their own families.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast families from different ethnic groups;
2. identify and discuss the different roles found in various families; and
3. suggest reasons why males and females may be expected to behave differently.

Materials: - Case studies of three American families
- Worksheet to accompany case studies

Activity 5: The Family on Television

Introduction: In this activity students analyze current

family programs on television. In their analysis they consider the following factors:

a. socialization of children
b. family structures
c. values of different families
d. roles of family members
e. relations between generations

They summarize their findings on a chart which may be constructed on white wrapping paper.

Objectives: At the conclusion of this activity, the students will be better able to:

1. analyze media presentations of American family life;
2. suggest reasons why families on television may or may not reflect reality accurately; and
3. construct charts illustrating their findings from a content analysis of family television programs.

Materials: Families on Television Worksheet

Activity 6: The Family in America: Some Difficulties

Introduction: A consideration of several kinds of problems or difficulties faced by American families through history is the focus of this activity. Four brief cases are available to the students; these treat 1) a refugee family, family, 2) a slave family, 3) adoption of older minority children, and 4) picture brides and Japanese immigrants. Each student reads one of the cases, and a summary discussion

focuses on common needs and how these were influenced by the special conditions described in each case.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss conditions which have important effects on families;
2. discuss ways in which the same family function may be carried out in different ways; and
3. evaluate their own feelings about the conditions which families have faced in our society.

Materials: Four case studies:

1) A Refugee Family
2) A Slave Family
3) Picture Brides
4) Adoption

Activity 7: A Family Tree

Introduction: In this activity the students construct family trees. If a student does not wish to do his/her own family tree, that student may choose to do a family tree of a famous individual. The Multi-Ethnic Data Cards will help identify such an individual, and it will help the student locate information about that individual.

Objectives: At the conclusion of this activity, the students will be better able to:

1. trace the history of their own or someone else's

family;

2. identify major events that have influenced their own families or those of other people; and
3. construct graphic examples of the history of families.

Materials: - Family Tree format
- "Your Family Tree"

Activity 8: The Family and Growing Up

Introduction: Three case studies help the students to recognize the influence of the family and other groups in shaping a person's identity and adult life.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss ways in which the family influences a person while growing up;
2. analyze the influence the family has on the development of an individual's values;
3. suggest reasons why children and their parents often come into conflict; and
4. identify and discuss groups other than the family which may influence and shape an individual's values and behavior.

Materials: - Three case studies of family influences on the socialization of children.
- Worksheet on the Family and Growing Up

Activity 9: The Ideal Family

Introduction: As a summary to the unit, the students construct stories illustrating the history of their "ideal" families. Using photographs from old magazines and/or drawings with brief narration each student traces the development of such a family from the meeting of man and woman through their marriage, child-rearing (if they choose to have children), married home life, etc. These "histories" are then compared in a general class discussion.

Objectives: At the conclusion of this activity, the students will be better able to:

1. evaluate the kind of family life they would most like to be part of; and
2. construct and illustrate an idealized description of a family's history.

Materials: - Old magazines
- Cardboard
- Glue

PREJUDICE/DISCRIMINATION UNIT

Activity 1: Are They Prejudiced?

Introduction: To help students recognize prejudice as a set of negative attitudes and beliefs about a given group, they are asked to distinguish statements which illustrate such attitudes and beliefs from those which do not. This is done with a short worksheet comprised of several brief excerpts from different sources.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss an author's/speaker's underlying attitudes; and
2. form tentative hypotheses about how prejudice may affect behavior.

Materials: Are They Prejudiced Worksheet

Activity 2: The Know-Nothings

Introduction: In this activity students read about and discuss the Know-Nothing Party. They consider reasons why the Know-Nothings may have felt as they did and if the party was "justified" in its feelings. They also consider whether there are people with similar feelings today. Finally, the case of the Know-Nothings provides some data for checking the hypotheses of the foregoing activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. assess the extent to which ideas may affect behavior;
2. recognize that prejudice is resistant to evidence which tends to contradict it; and
3. check hypotheses against new information.

Materials: Case Study: The Know-Nothings

Activity 3: The First Original Ethnic Comic Book

Introduction: This activity focuses on an "ethnic comic book" developed by two high school students. It contains three brief "stories" illustrating stereotyping, discrimination (exclusion from a private club), and over-compensation or tokenism. A brief worksheet helps students to recognize these themes. Each student then does a story of her/his own in a similar format.

Objectives: At the conclusion of this activity, the students will be better able to:

1. illustrate some effects of prejudice or discrimination;
2. evaluate sources of information; and
3. indicate that discrimination may lead to frustration and/or aggression on the part of the individual or group being discriminated against.

Materials: "The First Original Ethnic Comic Book"

Activity 4: Working for What?

Introduction: Three case studies of unfair treatment of "workers" are the basis of this activity. The cases illustrate conditions under slavery, on the railroad crews of the first transcontinental railroad, and in the textile and garment industry. A worksheet helps students recognize that in all three cases powerful groups dominated less powerful groups in order to control their labor.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss reasons for one group to want to dominate another;
2. list factors which may make it easier for one group to dominate another; and
3. evaluate and discuss the impact of such domination on the less powerful group.

Materials: Case Studies:

- Slavery
- Chinese Rail Workers
- Polish Garment Worker

Activity 5: How Many Kinds of Discrimination?

Introduction: The students view a set of slides illustrating different kinds of discriminatory behaviors and classify

each behavior show on a continuum ranging from SLIGHT to GREAT. To do this they must establish some criteria for each category.

Objectives: At the conclusion of this activity, the students will be better able to:

1. classify discriminatory behaviors according to a set of established criteria;
2. compare and contrast different kinds of discrimination; and
3. identify and discuss ways in which different groups have been discriminated against.

Materials: - Ten slides illustrating discriminatory behaviors
- Worksheet to accompany slides

Activity 6: Discrimination at the Top

Introduction: As a contrast to the harsh and apparent discrimination illustrated in Activity 4, the students read about and discuss subtle forms of discrimination—at the top levels of corporate management and at exclusive social clubs. They consider whether the impact of such discrimination is similar to the impact of more apparent and harsh discrimination.

Objectives: At the conclusion of this activity, the students will be better able to:

1. suggest that the frustration caused by subtle dis-

crimination may be as great as that caused by harsh discrimination;

2. recognize ways in which different kinds of discrimination may be related to each other in a larger pattern of discrimination; and
3. analyze value issues which occur when two rights come into conflict.

Materials: - Top Company Executives
- Private Clubs

Activity 7: Locking Up the Japanese-Americans

Introduction: Focusing on the internment of the Japanese-Americans during World War II, this activity is a photo-essay accompanied by a brief narrative. The discussion treats both the factual and value issues of the case. As an application of the ideas and skills they have learned thus far in the unit, the students follow-up their consideration of this case by researching a case of discrimination against another group. The type of discrimination researched may fit any of the categories established in Activity 5.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast different kinds of discrimination;
2. recognize an example of scapegoating and discuss its

implications;

3. locate, organize, and present information; and
4. explain that prejudice may lead to extreme forms of discrimination during times of great stress.

Materials: "The Japanese-American Internment"

Activity 8: The Effects of Discrimination

Introduction: In this visual activity the students view slides illustrating some possible effects of discrimination. Making inferences from the slides, they discuss these effects considering how they may be related to one another. They check their inferences and hypotheses against two short readings.

Objectives: At the conclusion of this activity, the students will be better able to:

1. hypothesize some possible effects of discrimination, such as frustration, juvenile delinquency, crime, poor physical/mental health, aggression, self-hatred; and
2. check their hypotheses against new data.

Materials: - Slides illustrating effects of discrimination
- Worksheet to accompany slides
- Readings: "Puerto-Ricans in New York"
"Mexican-Americans in the 'Magic Valley'"

Activity 9: Riots

Introduction: Ethnic and racial history in this country has often been punctuated with violent group conflicts. In this activity the students work in small groups using evidence cards of several riots involving many different ethnic/racial groups. They consider the immediate and long-range causes and effects of such conflicts.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast different episodes of ethnic/racial violence;
2. suggest reasons behind such violence;
3. identify and discuss the relationship between scapegoating and such violence; and
4. identify and discuss frustration and aggression as significant effects of prejudice and discrimination.

Materials: Five Evidence Cards of Riots

Activity 10: The Government and Discrimination

Introduction: This activity presents three case studies of ways in which the government has helped to prevent or counteract discrimination. Students then engage in a brief discussion of the cases. As a follow-up application to what they have learned, the students research another court case or other government action against discrimination.

Objectives: At the conclusion of this activity, the students will be better able to:

1. list actions which may be taken by government to limit, prevent, or counteract discrimination;
2. suggest other non-governmental ways of fighting discrimination; and
3. locate, organize, and present information about particular government actions against discriminations.

Materials: Three case studies of the government and discrimination.

"President Roosevelt and the San Francisco Schools"

"The Citizenship of Dr. Pandit"

"An End to Segregation of Mexican-American Students"

Activity 11: Self-Help Organizations

Introduction: In contrast to the foregoing activity's focus on government action, this activity presents information about three ethnic/racial organizations which seek to help their members to fight discrimination. The techniques employed by these groups are compared and contrasted with those discussed in Activity 10. To follow-up this activity students may construct collages using newspaper or magazine headlines mentioning these or other similar groups and their techniques.

Objectives: At the conclusion of this activity, the students will be better able to:

1. suggest a variety of techniques which may be used to limit, prevent, or counteract discrimination;
2. compare and contrast the efforts of self-help organizations and the government; and
3. discuss the importance of group pride in a group's efforts to fight discrimination.

POWER UNIT

Activfty 1: Who's got the Power?

Introduction: To introduce students to the concept of power, a series of slides, each picturing two people, are shown to the students. The students suggest which of the two in each case has more power. More importantly, the students suggest factors which contribute to the relative power of the different individuals. Among the factors considered are race, age, sex, education, income. The students also consider whether these factors should influence a person's power.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss factors influencing an individual's power;
2. recognize that there are different kinds of power and that some individuals seek one kind of power and not others; and
3. make inferences from visual data and support those inferences with observations and reason.

Materials: - Slides picturing pairs of individuals
- Worksheet, "Who's Got the Power and Why do They Have It?"

Activity 2: Power: What Is It?

Introduction: In this activity the students read and discuss a brief booklet clarifying the concept of power. That there are different kinds of power is an idea reinforced from the first activity of the unit.

Objectives: At the conclusion of this activity, the students will be

better able to:

1. identify and discuss factors which tend to be associated with power;
2. evaluate the different kinds of power according to their own values; and
3. describe the different kinds of power that affect their own lives.

Materials: Booklet: Power: "What Is It?"

Activity 3: Who's Got the Power in Your Community?

Introduction: This research activity involves students in identifying those individuals in their own community who are "powerful." They identify individuals in each power category established in the foregoing activity. The identification of these individuals is done by the construction of and administration of an opinion survey. They also consider the impact of these individuals on their own lives.

Objectives: At the conclusion of this activity, the students will be better able to:

1. construct and administer a survey to identify opinions regarding powerful individuals;
2. present the results of a survey; and
3. explain why individuals vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

Activity 4: Unions and Economic Power

Introduction: The students consider the effectiveness of labor unions in increasing individual's economic power. Union activities, described in two short readings, are compared and contrasted with local control of the commercial fishing industry by Minnesota Ojibwe Indians. A filmstrip explains that fishing has been a traditional occupation of the Ojibwe. The Red Lake band of the Ojibwe has formed the Red Lake Fisheries Association, which operates with a board of directors who are responsible to the members at large. Commercial fishing provides partial employment for about 200 families on Red Lake Reservation.

Objectives: At the conclusion of this activity, the students will be better able to:

1. indicate that when people have some common interest or common problem, they frequently band together to pursue their interests or to solve the problem;
2. compare and contrast different means of achieving economic power; and
3. recognize that the lack of power frequently encourages the creation of new organizations to secure power.

Materials: Reading: Two Labor Unions

Filmstrip: Minnesota Ojibwe Commercial Fishing

Activity 5: Organizing for Power

Introduction: This activity helps students to see that groups help individuals increase power not only in terms of economic power but also in terms of a broader social power. It is based on a short description of Saul Alinsky's work and techniques and some statements he made about them.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss a variety of techniques used to increase power; and
2. assess the extent to which groups are justified in using "disruptive" techniques to meet their goals.

Materials: Reading on Saul Alinsky

Activity 6: What Makes a Good Leader?

Introduction: Using a short worksheet and working in small groups, the students identify the characteristics they consider to be most important in a "good" leader.

Objectives: At the conclusion of this activity, the students will be better able to:

1. recognize that individuals may represent groups of people in decision-making;
2. identify and discuss different roles present in a group; and
3. establish criteria by which a leader's qualifications and performance may be evaluated.

Materials: Worksheet: What Makes a Good Leader?

Activity 7: Leaders

Introduction: This activity is comprised of two parts -- 1) short case studies of different leaders and 2) a filmstrip describing some Indian leaders. Students consider how many of the attributes identified in the foregoing activity are possessed by the leaders treated in this activity.

Objectives: At the conclusion of this activity, the students will be better able to:

1. compare and contrast leaders in terms of a set of clearly defined criteria; and
2. identify and discuss the ways in which different individuals and groups have defined/perceived the role of leader.

Materials: - Case studies of leaders
- Filmstrip: "Indian Leaders, Past and Present"

Activity 8: Making Changes

Introduction: In this slide activity the students consider different techniques -- e.g., demonstrations, political activity, education -- which may be used to bring about change by an individual or by a group. They consider what type of power may be most likely attained through each activity. Finally, they estimate the effectiveness of each activity in bringing about changes.

Objectives: At the conclusion of this activity, the students will be better able to:

1. identify and discuss different means used to bring about change; and
2. assess the extent to which each of these means may be successful.

Materials: - Slides illustrating techniques for gaining power
- Worksheet to accompany slides

Activity 9: Increasing Power

Introduction: The basis for this activity is provided by a set of case studies illustrating ways in which different kinds of power may be increased for different groups. The students work in small groups, each group considering a different case. The groups, then, exchange information, comparing and contrasting the different cases.

Objectives: At the conclusion of this activity, the students will be better able to:

1. organize and present information about techniques used to increase power;
2. work cooperatively in a small group; and
3. suggest reasons why some techniques may be more useful to one group than to others.

Materials: Case studies of activities to increase power:

"Hope in Houston"

"Indians in [illegible]here"

"Directions of a Spanish-Speaking Interpreter"

Activity 10: You and Power

Introduction: To summarize this unit and to apply it to their own lives, the students prepare short essays answering the following questions:

- What kind of power would you most like to increase?
- Why do you want to increase it; what use can you make of it?
- How can you increase it?

Objectives: At the conclusion of this activity, the students will be better able to:

1. present their ideas about why and how they can increase their own power; and
2. apply previously learned concepts and generalizations to their own experiences.